



POLICY FOR INCLUSION OF LEP POPULATIONS IN DISTRICT OR STATEWIDE ACHIEVEMENT TESTING

Students who are limited English proficient (LEP) are to be included in all district and statewide assessment programs. Accommodations must be provided where necessary. LEP students who meet the state developed alternate assessment eligibility guidelines, through Special Education services, may be exempted from part of all of the regular district or statewide testing and must participate in the alternate assessment. Participation rates and performance data, both aggregate and disaggregate, for all students are reported to the public annually.

The district LEP team will determine how the limited English proficient student will participate in regular assessments with accommodations, without accommodations or in the alternate assessment (IAA). The district LEP team determines what accommodations to use **based on those that are used regularly by the student during instruction and classroom testing**. LEP teams and district coordinators must be knowledgeable of the state and district assessments being administered to all students and ensure that the accommodations that have been noted by the testing publisher in the technical manual that yield valid and reliable results are used for instruction and classroom testing. This will result in full participation of all students in state and district wide assessments

The following guidelines will be used to determine how the student will participate in statewide and district wide assessments.

1. Regular Assessment without Accommodations

The district LEP team determines and documents in the LEP Educational Learning Plan (ELP) that a student can adequately demonstrate his or her knowledge, abilities, or skills on statewide and district assessments without accommodations.

2. Regular Assessment with Accommodations that do not Invalidate the Test Results

Accommodations for LEP students must be based on the individual needs of each student. These decisions will be made by the district LEP team and must be recorded on the ELP. Accommodations should facilitate an accurate demonstration of what the student knows or can do. They should not provide the student with an unfair advantage or change the underlying skills that are being measured by the test. Accommodations must be the same or nearly the same as those used by the student in completing classroom assignments and

assessment activities. The accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery. Accommodations *do not* invalidate test results. Anything beyond an accommodation is an *adaptation* and *adaptations do invalidate the test results*. If adaptations are used, the student is deemed not proficient and will not be counted towards participation. *Appropriate accommodations may be used with the ISAT, the DWA, DMA and IRI.* Accommodations are not to be used on the language proficiency test, as it is a measure of the English language ability of an LEP student. Please contact the LEP Program Manager in the State Board of Education if you have any questions.

2. Alternate Assessment

The district LEP team in conjunction with the IEP Team must find that the student meets all of the criteria listed below to determine if the student is eligible to participate in the alternate assessment and not the regular district or statewide assessments. The LEP student must be eligible for special education and have a current IEP that is reviewed annually.

- a. The student's demonstrated cognitive ability and adaptive behavior prevents completion of the general academic curriculum even with program modifications;
- b. The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- c. The student is unable to acquire, maintain, or generalize skills (in multiple settings) and demonstrate performance of those skills without intensive frequent individualized instruction.

Students are **not** to be included in the alternate assessment for any of the following reasons:

- a. The only determining factor is that the student is in an LEP Program;
- b. The student is academically behind because of excessive absences or lack of instruction; or
- c. The student is unable to complete the general academic curriculum because of socioeconomic or cultural differences.

If the LEP and IEP teams determine that the student meets the criteria for participation in the alternate assessment and he/she is working on content standards within the general education curriculum, the student may participate in relevant portions of the regular assessments and participate in appropriate areas in the alternate assessment, as outlined in the student learning plan and IEP.

DISTRICT/STATEWIDE ASSESSMENT ACCOMMODATIONS GUIDELINES

Accommodations for district and statewide assessments shall be considered allowable, valid, and scorable if they are used during instruction and/or classroom testing and are listed on the student's Educational Learning Plan (ELP).

Several Idaho assessments are now being given in paper–pencil or computer-adapted formats. Accommodations for these formats may differ. The following lists are state approved accommodations that will not invalidate the assessments.

PAPER-PENCIL AND COMPUTER ASSESSMENT ACCOMMODATIONS

Setting accommodations:

Flexible settings are most commonly used when a student (a) has difficulty focusing attention when in a group setting; (b) disturbs others in a group setting; (c) needs frequent breaks; or (d) needs flexible timing. Flexible settings may include:

- Preferential seating in the room;
- Use of a study carrel;
- Small group administration in a separate location (i.e. ESL classroom);
- Individual (supervised) administration in a separate location;
- Quiet location with minimal distractions;
- Provision of assistive technology.

Administration and presentation accommodations:

Flexible Presentation includes changes in how an assessment is given to a student. The administration of the test must be by a testing coordinator or trained ESL staff. The main types of presentation accommodations are (a) format alterations; (b) procedure changes; and (c) use of assistive devices. Specific types of flexible presentations include:

- Clarifying/explaining **test directions (not test item directions)**:
 - Clarifying/explaining **test directions (not test item directions)** in English
 - Clarifying/explaining **test directions (not test item directions)** in native language
 - Rereading the **test directions (not test item directions)**
 - Highlighting the key words or phrases in the **test directions (not test item directions)**
 - Simplifying the language to clarify or explain the **test directions (not test item directions)**, or paraphrasing
 - Provision for student restatement of **test directions (not test item directions)** in his or her own words
 - Providing oral/written **test directions (not test item directions)** in English
 - Providing oral/written **test directions (not test item directions)** in native language (providing translation of directions)
 - Providing audio-taped **test directions (not test item directions)** in English
 - Providing audio-taped **test directions (not test item directions)** in native language;

- **Test items** and **test item directions** read aloud in English on a test other than Reading;
- Using one complete sentence per line in reading passages;
- Prompting the student to stay focused on the test, move ahead, or read entire item;
- Student uses an English or bilingual **word-to-word** dictionary.

Scheduling accommodations:

LEP students may need accommodations in scheduling due to difficulty in reading and performing in the English language. Scheduling accommodations may include:

- Extra time to take the test or providing for frequent breaks;
- Small group administration;
- Multiple testing sessions;
- Altering the time of day the test is administered (e.g., morning, midday, afternoon);
- Administering the test in several sessions; administering the test over several days.

Response accommodations:

The main types of flexible responses are (a) format alterations; (b) procedure changes; and (c) use of assistive devices. Examples of flexible responses include:

- Student dictates response in English to a scribe for tests other than writing;
- Student dictates response in native language to a scribe for tests other than writing;
- Student uses an English or bilingual dictionary;
- Answers are marked directly in the test booklets.

Assistive Technology (AT) accommodations:

An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. An AT device can range from something as simple as a pencil grip or paper tracking window to a complex computer system or augmentative communication device.

The use of AT as an accommodation should be determined by the district LEP team, listed on the ELP, and used in the regular instructional program. Test administrators should be aware of possible malfunctions of AT devices during the administration of assessments that could significantly impact and invalidate the assessment results (e.g., dead batteries in a communication device, power outages). Test administrators must also ensure that proper materials are available (e.g., extension cords, tape recorder, special lighting) and that space is adequate for their use.

The following is a list of possible AT accommodations. The list is not exhaustive, and other accommodations may be appropriate for a particular student.

- Noise buffer;
- Templates to reduce visible print;
- Markers or masks to maintain place;

- Tape to secure papers to work area;
- White noise;
- Special lighting; or
- Use of a calculator on math reasoning sections (not to be used on sections measuring math computation skills).

ADAPTATIONS

Adaptations invalidate the test results. If adaptations are used, the student is deemed not proficient and will not be counted towards participation.

Examples of adaptations:

- Clarifying, translating, or re-reading **test items** and **test item directions**
- Reading a *Reading* test to a student
- Answering questions about **test items** any time during the test, even without giving the answers
- Defining words for the student
- Using dictionaries that provide definitions
- Translating the entire test into student's native language
- Allowing the student to complete the DWA in a language other than English